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ABSTRACT

A pictorial self-concept inventory for Mexican-American children was developed and validated. A primary concern was the adequate selection of pictures that would be relevant to the child's cultural background and environment. Another concern was the development of subscales which would measure the areas of sense of control, social self, academic self, family self, and independent self. The "Perez Self Concept Inventory" (PSCI) was developed from a 110-item pool of items selected from self-concept scales and inventories. Rating of the 110 items by educators as to their consistency with the Mexican-American child's culture reduced the number of items to 60. These were converted into pictures for boys (form B) and for girls (form G). A second panel of educators rated these items on picture item-verbal item agreement, and the PSCI was condensed to 50 items. Finally, a pilot study reduced the number of items to 40. A total of 609 test scores was used in establishing normative data on the PSCI. Conclusions regarding score distribution, discrimination on the test items for kindergarten through grade 4 levels, test-retest reliability, and concurrent validity are presented, along with normative information. Appended materials include a chart showing the distribution of each item by subscale, scoring keys for both forms, an individual score profile sheet, and a 14-item bibliography. (SW)

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Pérez Self-Concept Inventory

Test Manual

by Juan R. Pérez

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THE DEVELOPMENT AND VALIDATION OF A SELF-CONCEPT INVENTORY FOR HISPANIC CHILDREN

INTRODUCTION

In recent years, psychologists, educators, and sociologists have been concerned with self-concept. Self-concept is so important to the proper development of an individual's personality that there are those authorities who recommend enhancing children's perceptions of the self during the early childhood years (Samuels, 1977:15). Others believe that a young infant's early experiences establish the framework for positive perceptions of acceptance and security (Glanz, 1974:120-121). The self-concept, while nurtured in the home, must also be enhanced in the school environment to insure maximum academic performance (Leonetti and Muller, 1976). A child, then, must have positive experiences in the home, the school, and the community for proper development of the self-concept. These experiences, however, are often part of the culture of the majority and only partially accessible to the minority (Hishiki, 1969:56). Such is the case with the Mexican-American population (DeBlassie, 1976:21).

There are presently over eleven million people of Spanish-speaking or Mexican origin living in the United States according to the United States Bureau of the Census' (1977:1) Current Population Report. Ninety percent of this population lives in the southwest region of this country (Moore, 1976:55). Texas is the state with the second largest Spanish surname or Mexican-American population at over two million (United States Bureau of the Census, 1973:1269-1270). When these population figures are compared with the low achievement levels of Mexican-American school children, the large proportion of failure causes educators and parents a great deal of concern.

According to the United States Commission on Civil Rights (Moore, 1976:71), the reading level of Mexican-Americans in the Southwest is estimated to be more than three years below grade level. Furthermore, statistics from the Immigration and Naturalization Service revealed that in 1975 and 1976, respectively, there were 62,600 and 74,500 Mexican immigrants coming into this country (United States Bureau of the Census, 1977b:83). Many of these immigrants reside and attend schools in Texas. This is a definite factor when evaluating children of Hispanic descent. When assessing Spanish-speaking individuals for any type of ability, careful consideration should be given to assessing the individual in his own language or through other alternatives in which language will not play such an important role in the results (deAvila and Havessey, 1974:1).

There are presently many types of instruments used for measuring self-concept. There are those scales which require the examiner to read a statement to the child; the child then responds verbally. Example of this type of instrument are the Faces Scale and the Self-Concept and Motivation Inventory: Preschool Kindergarten Form. There are tests that are rating scales requiring adults to rate the child. Examples of this are the Inferred Self-Concept Judgment Scale and the Perception Score Sheet. There are instruments which are self-inventories. Examples of this are the Thomas Self-Concept Values Test and the U-Scale Self-Concept Test. Finally, there are self-concept assessments which are non-verbal requiring the use of pictures. The Social-Self Symbols Task, the Brown IDs Self-Concept Referent Test, and the Children's Self-Social Constructs Test: Pre-school Form--Self-Esteem Subtest exemplify non-verbal scales.

According to Leonetti (1973:1),. the achievement level of Mexican-American children has led "many educators to believe that a negative self-concept is a significant contributing factor in the low academic attainment of the Spanish-surnamed child." In attempting to measure the self-concept of Mexican-American children, it is important for the examiner to select the instrument which more closely reflects the child's language, reading level, spoken English language ability, and culture. There are currently very few self-concept scales that do this. Samuels (1977:170) supported this statement when he declared that "all the problems that exist in the measurement of self-concept with white middle-class subjects are compounded with minority and/or lower income groups." Thus, it is important to accurately measure the self-concept of any child--especially the Mexican-American child.

The Children's Self-Social Constructs Test and the Responsive Self-Concept Test are two scales which can be utilized with Mexican-American children (Leonetti, 1973:4-5). These instruments, however, have their limitations if the child's language, spoken English language ability, and cultural background are considered. The Children's Self-Social Constructs Test is lacking in cultural relevance, while the Responsive Self-Concept Test stresses spoken English language ability. The Primary Self-Concept Inventory is an instrument which can be appropriate for the assessment of Mexian-American children (Leonetti,1973:8). This self-concept instrument can be used with some success. However, there are several areas of self-concept which the Primary Self-Concept Inventory does not measure. Furthermore, Whiting (1974:1) believed that "most of the existing instruments designed to accurately and validly measure the self-concepts of elementary school children were not designed specifically with culturally different children in mind, but were sub-

sequently tested on them . . ." In addition, Wylie (1974:124) felt that many of the existing instruments used to measure the self-concept do not have sufficient psychometric data.

Purpose of the Study. The purpose of this study was to develop and validate a pictorial self-concept inventory for Mexican-American children. Of primary concern was the adequate selection of pictures which would be relevant to the child's cultural background and environment. Another concern was the development of sub-scales which would measure the areas of sense of control, social self, academic self, family self, and independent self.

Procedure: A list of 110 items was selected from self-concept scales and inventories currently used by educators and psychologists. Included in this list were several items contributed by this researcher based upon his experiences. The major criterion for the selection of these items was their relevance to the Mexican-American culture; a second criterion was that the items could be converted into pictures. Of the 110-item pool from which the Perez Self Concept Inventory (PSCI) was developed, there were twenty-two items selected for each of five sub-categories, i.e., sense of control, academic-self, social-self, family-self, and independent-self. These 110 items were then individually rated by a panel of educators on a scale from one to ten with ten indicating the highest level at which an item was consistent with the Mexican-American child's culture. This procedure reduced the number of items from 110 to 60.

Sixty of the original 110 items were then converted into pictures for boys (Form B) and for girls (Form G). A second panel consisting of educators

rated these items on picture item-verbal item agreement. As a result of these ratings, the PSCI was condensed to fifty item--ten in each of the sub-scales. A subsequent pilot study on the fifty--item PSCI reduced the number of items on the PSCI Forms B and G to a final forty (eight in each of the five sub-scales).

Findings: A total of 609 test scores was used in establishing normative data on the PSCI. Of these, 306 were completed by boys (Form B) and 303 were completed by girls (Form G). Over 50 percent of the results on the PSCI were concentrated in the upper range of the scores (thirty-seven, thirty-eight, thirty-nine and forty). The third grade norm group scored the highest with a mean score of 37.10, and the kindergarten norm group scored the lowest with a mean score of 30.83. The highest scores were recorded on the Family Self Sub-scale with a mean score of 7.15. The mean score for the Perez Self-Concept Inventory (PSCI)(Form B and Form G combined) was 35.14. Standard deviations for the PSCI sub-scales range from a low of 0.87 to a high of 2.06.

Conclusions: The following is a discussion of the conclusions drawn from the development of validation of the PSCI.

1. The scores on Form B and Form G of the PSCI and on both forms combined were heavily skewed toward the upper range of the scores, especially in grades three and four.

2. The mean score for the PSCI (kindergarten, one, and two) was 34.10. There was better discrimination on the PSCI items where administered to this norm group as opposed to the kindergarten, one, two, three, and four norm.

3. Test-retest reliability for Form G of the PSCI was 0.77. Form B of the PSCI had a test-retest reliability of the PSCI was 0.60. Split-half reliability of the PSCI was 0.60. Split-half reliability on the PSCI was 0.79 for Form B, 0.80 for Form G, and 0.80 for both forms combined.

4. Concurrent validity on the PSCI was low in all grades levels ranging from a coefficient of 0.46 on the kindergarten norm group to a coefficient of 0.05 on the fourth grade norm group. It is recommended that additional validation studies be done comparing other self-concept measures with the PSCI.

Normative Information

Included in the population were three different areas in which there are many Mexican-American students. The Mexican-American enrollment percentages for each of the school districts in the sample (kindergarten through four) are as follow: 91.6 percent, 92.2 percent, and 89.2 percent (Texas Education Agency, 2977:3). From this population a sample of 630 was drawn. As a result, there were 210 students from each of the three target locations. The sample was stratified by city, by school, and by classroom. The sample consisted of fourteen students in each of five grade levels (Kindergarten through four) from each of three schools in each district.

The instructions given to the teachers who participated in this study were to examine their registers of students and to select every third Mexican-American boy until seven had been selected. The teachers then again went over their registers and selected every third Mexican-American girl until seven had been selected.

In summary, there were 126 subjects (63 girls and 63 boys) selected from each grade level. Secondly, there were 210 subjects (105 boys and 105 girls) selected from each school district. Finally, a sum total of 630 children were tested, of which only 609 were used in establishing normative data.

IMPLEMENTATION INSTRUCTIONS FOR THE PSCI

INSTRUCTIONS (It is recommend that when testing Mexican-American children instructions should be stated both in English and in Spanish)

This is an exercise which we are going to do with pictures. On each page of this booklet you have two pictures. You are to check, in the space provided, the picture which is most like you. (At this point the examiner then demonstrates to the children how and where they should place their check mark). Only check one of the pictures on each page. Remember, you are to check the picture which is most like you.

INSTRUCCIONES

Estos son unos ejercicios que vamos a hacer con dibujos (retratos). En cada página de este librito hay dos dibujos. Deben de marcar el dibujo que sea más como ustedes, o sea (el dibujo que es como tú). Solamente marquen un dibujo en cada página. Recuerden, deben de marcar el dibujo que sea más como ustedes.

12

ITEM DISTRIBUTION BY SUB-SCALE

Item Number	Sense of Control	Academic-self	Social-self (Peers)	Independent-self	Family-self
1		x			
2		x			
3	x				
4	x				
5				x	
6			x		
7			x		
8					x
9				x	
10	x				
11				x	
12			x		
13			x		
14					
15		x			
16		x			
17	x				
18	x				
19					x
20				x	x
21				x	
22					
23		x			
24			x		
25	x				
26	x				
27		x			
28		x			
29					x
30					x
31			x		
32				x	
33			x		
34			x		
35					x
36					x
37		x			
38				x	
39				x	
40	x				

Scores Based on Norms

N - 609

	Very Low	Low	Avg.	High	Very High
(N=118) K	Below 27	27-27	30-31	32-35	35-40
(N=118) 1	Below 31	31-33	34-35	36-37	38-40
(N=128) 2	Below 33	33-35	36-37	37-38	39-40
(N=118) 3	Below 33	33-35	36-37	38-39	40
(N=127) 4	Below 32	32-34	35-36	37-38	39-40

SCORING

The Perez Self-Concept Inventory should be scored by adding the number of correct responses. Each correct response is worth one point. Thus, the maximum score on a sub-scale should be eight (8) while the maximum score on the total inventory should be forty (40).

Caution

Perez Self-Concept Inventory scores which are in the low to very low range should be followed up by a competent professional school counselor. Additional strategies should be employed to verify the low scores. Some of these additional strategies could include interviewing, questioning regarding missed items, teacher-counselor discussions, observations, and using other self-concept measurement techniques.

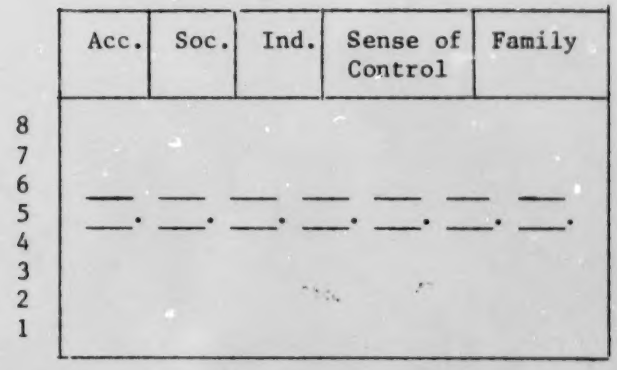
Scoring Key Form "B"

1. Top illustration
2. Top illustration
3. Bottom illustration
4. Bottom illustration
5. Top illustration
6. Top illustration
7. Bottom illustration
8. Top illustration
9. Top illustration
10. Bottom illustration
11. Top illustration
12. Top illustration
13. Bottom illustration
14. Bottom illustration
15. top illustration
16. Top illustration
17. Bottom illustration
18. Top illustration
19. Bottom illustration
20. Top illustration
21. Top illustration
22. Bottom illustration
23. Bottom illustration
24. Top illustration
25. Top illustration
26. Top illustration
27. Bottom illustration
28. Top illustration
29. Top illustration
30. Top illustration
31. Top illustration
32. Bottom illustration
33. Bottom illustration
34. Top illustration
35. Top illustration
36. Bottom illustration
37. Bottom illustration
38. Top illustration
39. Top illustration
40. Bottom illustration

Scoring Key Form "G"

1. Top illustration
2. Top illustration
3. Bottom illustration
4. Bottom illustration
5. Top illustration
6. Top illustration
7. Bottom illustration
8. Top illustration
9. Top illustration
10. Bottom illustration
11. Top illustration
12. Top illustration
13. Bottom illustration
14. Bottom illustration
15. Top illustration
16. Top illustration
17. Bottom illustration
18. Top illustration
19. Bottom illustration
20. Top illustration
21. Top illustration
22. Bottom illustration
23. Bottom illustration
24. Top illustration
25. Top illustration
26. Top illustration
27. Bottom illustration
28. Top illustration
29. Top illustration
30. Top illustration
31. Top illustration
32. Bottom illustration
33. Bottom illustration
34. Top illustration
35. Top illustration
36. Bottom illustration
37. Bottom illustration
38. Top illustration
39. Top illustration
40. Bottom illustration

Individual Score Profile Sheet



If the score is (6) on a particular sub-scale the teacher may want to find out the reason for the low score (especially with 3rd and 4th graders) by asking the child questions regarding the items selected.

If the score on any of the sub-scales on the Individual Profile Sheet is (5) or less the teacher should consult the school counselor so that the school counselor can talk to the child regarding the items missed and sub-scale score(s).

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